

E-GOVERNANCE IN EDUCATION: PURSUIT OF EDUCATION EXCELLENCE

By

SUNDARAPANDIYAN NATARAJAN

Associate Professor, Vivekananda Institute of Management Studies, Coimbatore, Tamilnadu, India.

ABSTRACT

This article aims to explore today's educational challenges, being technologically supreme, the primary focus on education is to bring out the outcome and value based education to the community. Electronic Governance (e-Governance) focuses not only the technological infrastructure and getting the learning environment sync is the major challenge. E-Governance is an application of Information and Communication Technologies (ICT) used at various levels both the government and private sectors for improving national service enhancement as well as it's development. E-governance in education is preferred to have a smooth functioning of educational institutions including Universities, colleges and relevant administrative layers in the field. The solutions from Information and Communication Technology eases and gets away with conventional methods of educational administration including assessments, record keeping, students and teaching monitoring systems. However, the education development, student – teacher enhancement towards educational excellence is still a serious concern in developing countries especially in India. Technology savvy may bring advancements but only value driven education along with learner determined education focus could bring human excellence. This needs an awareness and swift for the young conventional thinkers and educationists on driving outcomes through value based education approach and commitment by capitalizing e-infrastructure for social and community building through blended flexible learning strategies.

Key Words: E-Governance, Value Based Education, Blended Learning, Heutagogy, Andragogy.

INTRODUCTION

Electronic-Governance is (e-Governance) use in education is inevitable as it ease and cope with technological advancement. It is essential for the growth of the people and the nation as a whole. As confirmed by different research findings, the core educationists are found to be administrators. Now, the students have to pay higher fees, since they will be likely to demand high profile programmes that are well taught to enhance their employment prospects. Those having the means will shop around to find the right institution for them. Some would assume that, education is a commodity which can be bought, and also feel that having paid for a degree they are entitled to be awarded one. The pressures weighed on staff are complex: to teach in a student-friendly manner, but that may encourage them to lower their standards. Such pressures, in some celebrated cases, have also emanated from administration, because of the bursary

implications of failing students (John Biggs and Catherine Tang, 2012).

1. Education Development and Challenges

In today's challenging environment, facilitator wants to have to be up-to-date with all new innovations and advancements in the world, in order to sync with the younger generation's expectations. Education is no longer a pedagogical training which is teacher-centric and also moving forward from the learner centric Andragogy approach to Heutagogy approach. Heutagogy is the study of self-determined learning. It is also an attempt to challenge some ideas about teaching and learning that still prevails in teacher centered learning and the need for, as Bill Ford (Stewart Hase and Chris Kenyon, 2001) eloquently puts it as 'knowledge sharing' rather than 'knowledge hoarding'. In this respect, Heutagogy looks to the future in which, knowing how to learn will be a fundamental skill given the pace of innovation and the

changing structure of communities and workplaces.

Today, Universities have hugely increased participation rates and have become largely self-funding. As a result, the mission of most Universities today being largely self-funded, run like commercial institutions along corporate and managerial lines (John Biggs and Catherine Tang, 2012).

On a larger scale, John Ralston Saul (1997) in the 'Unconscious Civilisation' addresses issues raised by economic rationalism and its grip on the way in which we understand our lives. Saul suggests that, corporatism places us in the grip of self-interest or, perhaps more accurately, makes us unable to make disinterested decisions at either a conscious or unconscious level. In either case, consciously or unconsciously, a person is striving at worst for power and personal gain, or at best for continued survival in a competitive and corporate environment. Saul stresses that we are in fact losing the struggle for democracy and individualism despite increased access to knowledge, information and education. Instead we are succumbing, 'to the darker side within us and within our society' (John Ralston Saul, 1997).

The students and staff of the modern Universities today would have little idea about the traditional educators and institutions to compare and experience. It is seen that, today's educational institutions and Universities are not only suffering, but are not serving society in the way that they are uniquely capable and responsible of doing.

2. Study Scope and Intention

This paper is proposed to study the National and International Educational developments and current trends in developing the students towards the future requirements. The following main areas are focused to understand, analyze and evaluate to provide suggestions to the passionate educators and teachers.

- To incorporate electronic savvy and e-governance in education with a commitment to develop the younger generation towards their self esteem.
- To justify the importance and the various teaching and learning approaches to focus in developing education excellence and to incorporate in E-Governance.

- To explore and share the possible characteristics of social educators using Information and Communication Technology (ICT).

From the initiative that, given the right atmosphere, people can learn and be self-directed in the way learning is applied and has been an incumbent humanistic theme that can be followed through the philosopher Heider (Emery, 1974).

The thrust that underscores these approaches is a desire to go beyond the simple acquisition of skills and knowledge as a learning experience. They emphasise a more holistic development in the learner of an independent capability (Stephenson, 1992), the capacity for questioning ones values and assumptions (Argyris & Schon, 1996), and the critical role of the system-environment interface (Emery & Trist, 1965).

Today, most of educational trends come and go; so the educators recognize those as a repackaged approach that they have seen before. The standards movement, the social-emotional learning movement, the literacy movement, the whole child movement, the testing movement, and now the technology movement all indirectly undermine their own success due to both the frequency with which they arrive and their variance from what came before. Unifying it all would require the intellectual, professional and human leadership that the developing nations continue to lack.

Today, the major challenge unlike those seen in the past, while education struggles to agree on what needs changing and how to make it happen, the culture around the stakeholders has exploded, detonated by technology. Keeping this in view, the trends have brought out by the modern passionate educators like John Biggs on Structure of Observed Learning Outcomes (SOLO), and Blooms Taxonomy on cognitive learning skills and how a lesson to be focused on learning outcome based rather than the traditional learning objective based, which is a student or learner centric and focused education. Governance is not only participatory but also accountable and transparent for the smooth functioning of the system, so this is the time to re-look at education governance and sync it well with the available abundant electronic resources to attain the

objectives of pursuit of human excellence both in their social and self success.

3. Heutagogy - Teaching and Learning Methodology Transformation

Learning and teaching approaches are ever changing and moving away from Pedagogical to Andragogy and to Heutagogy approaches. This is to understand: the generation of learners, their confinement inheritance and the environment, the expectations and needs that may vary and progressive outcomes. It is the major challenge of the teachers and educators to cope with it and progress for the learners' development and their self determined learning.

In self-determined learning, it is important that learners acquire both competencies and capabilities (Stephenson, 1994 as cited in McAuliffe et al., 2008, (p. 3); Hase & Kenyon, 2000, 2007). Competency can be understood as proven ability in acquiring knowledge and skills, while capability is characterized by learner confidence in their competency and, as a result, the ability to take appropriate and effective action to formulate and solve problems in both familiar and unfamiliar and changing settings (Cairns, 2000, (p.1), as cited in Gardner, Hase, Gardner, Dunn, & Carryer, 2007, (p.252)). Capable people exhibit the following traits: self-efficacy, in knowing how to learn and continuously reflect on the learning process, communication and teamwork skills, working well with others and being openly communicative, creativity, particularly in applying competencies to new and unfamiliar situations and by being adaptable and flexible in approach and Positive values.

With the rise of technology and culture, students are connected to data, to media and to one another in ways that would have been hard to imagine even a decade ago. It is not just the way students interact, it is the scale and frequency with which they send a text, watch a video, listen to a song, or share a link via social media. This constant barrage of stimuli has created a student that is wired to survey, connect, evaluate ever so briefly, and then delete. Connect and delete approach to move away from resistance for change and creates flexible and non-patterned social learning setup to facilitate the new young

minds for their self-excellence. That leaves the learners at a bit of an impasse, with technology as perhaps a permanent disruptor in education. Well, the students have already changed. Learning trends are no longer about preparation, but about mitigation, about reducing the erosive effect of pairing connected students with disconnected learning environments. Coming to terms with that is important for both teachers and other change agents. They are chasing, not leading. This would seem to suggest the need for either incredibly powerful and compelling singular leadership, or diversity over a million of different approaches that all play their role. This would require abandoning the pursuit of a "best way" to educate whether it is a "programme," a scripted curriculum, or even a set of preferred instructional strategies in favor of a mosaic of pedagogical and heutagogical approaches to learning that begin with the student, and works backward from there.

E-Education focuses on using the modern education approach Heutagogy which is explained as the learners self directed and determined learning. In current learning and social setup, social media influence is it's extreme and has a great strength of getting to connect everyone to anyone in the world and network, which certainly improves social set up and self-esteem through the abundant opportunities to learn, know and experience through the network. Of course, the other side of technology and social media demerits are not to be forgotten, that is where the e-governance in education has to put up their right decisions and policies to ensure set objects are attained.

4. Electronic Social Media in Education – A Review

4.1 Educators must connect with people

If the leaders from the education level are capable of connecting and learning from those in their physical realm, they should consider the power of building relationships with other thought-provoking educators from the world. Too often people think: a person's experiences help another when their schools, education, institutions and circumstances vary from others. That is precisely the rationale people can learn so much from one another.

4.2 Educators must share with people

As a starting point, consider the simple benefits using

shared, digital spaces such as google, linkedin and wikis to organize and exchange information with colleagues and staffs. Empowering teachers to be researchers and online contributors can add information of their own which will lead to intellectual expansion. Collaboration on projects using Google Docs saves precious minutes that will be wasted in meetings if project persons can work in a common digital space and contribute at times that best suit them could lead for self initiative and personalized leading on their undertakings, in this context focused personalized education with passion.

4.3 Educators must build Community:

Communications with families and community members are vital to the success of education institutions and schools and can be empowered through the use of social media applications. Consider the advantages of writing about educational institutions successes in a public blog like Facebook page regularly, highlighting the wonderful accomplishments of their students and staff. Social media affords the opportunity to develop forums where community voices can be heard and valued.

4.4 Educators must be Transparent

Transparent in learning, for one, need to allow teachers and students to see that you value your own learning. Blogging is a great first step to become a producer, not just a consumer of information. Simply take the thoughts you would normally converse about and compose a Post, Posters, WordPress, and Blogger all are user-friendly platforms and ideal for the beginning blogger (Lyn Hilt, 2011).

5. Outcome Based Teaching and Learning (OBTL) – An Analysis

Outcome Based Teaching and Learning is to get the teachers trained with what is to be taught to the group of students on a topic and the ability of the students after attending a lesson or topic is measured as outcome based teaching and learning. Most of the time, the teachers have misunderstood to frame the outcome based lessons that they have ignored the teaching outcomes which are supposed to be aimed.

Dearing Report (1997), where outcomes are defined

specifically to enhance teaching and assessment, and not to serve any other purpose. The essential features of OBTL intend the outcomes of the teaching for a particular course or programme. An outcome report is a statement of how we would recognize it or how well students have learned what is intended for them to learn, not a prompt list of topics for teachers to 'cover' in a curriculum. Such an outcome statement tells us what, and how well, students are able to do something that they were unable, or only partially able, to do before teaching.

In outcome-based teaching and learning, we are simply making that as explicit as we can – always allowing for unintended but desirable outcomes. Teachers and critics often overlook this last point; that students may also learn outcomes that had not been foreseen, but which are eminently desirable. Talking about the topic, as in traditional teaching, is probably not the best way of doing that. Educators need to engage the students in learning activities that directly link to achieve the intended outcomes.

6. Blooms Taxonomy in Teaching and Learning Stages for 21st Century

Blooms taxonomy of cognitive learning and teaching approach facilitates the levels of education engagement in learning and teaching environment. Bloom's Taxonomy in its various forms represents the process of learning. It was developed in 1956 by Benjamin Bloom and modified during the 1990's by a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom's) to make it relevant to the 21st century. The revised taxonomy emphasizes what a learner "can do" so the stages are now represented as verbs:

- Learners must remember (relating with real-life) a concept before they can understand it.
- Learners must understand a concept before they can apply it.
- Learners must be able to apply a concept before they analyze it.
- Learners must have analyzed a concept before they can evaluate it.
- Learners must have remembered, understood,

applied, analyzed, and evaluated a concept before they can create.

Intended learning outcomes are statements, written from the students' perspective, signifying the level of understanding and performance they are expected to attain and achieve as a result of engaging from their learning experience. The intended learning outcomes of the nature of teaching and learning were, in order of cognitive level, with the learning activities or verbs italicized:

- *Explain* in depth why a particular course topic is important to teaching.
- *Describe* how the component course topics interrelate.
- *Reflect* on your teaching in terms of a working theory you have gained from the course.
- *Evaluate* a situation and apply a solution

This is again categorized as Higher Order Thinking Skills (HOTS) with the stages Analyse, Evaluate and Create and Lower Order Thinking Skills (LOTS) with the stages Apply, Understand and Remember. These stages provide a clear structure and discipline for the learners and facilitators to focus on the learning outcomes, not learning objectives, again to focus student centric. Engaging students to do self determined learning to reflect and create new solutions and results to the expectations.

7. Value Based Education – Realization

Packing learners into lecture rooms and halls is not enough for today's education. It is increasingly being recognized that good teaching is as much a function of an institution. Also many colleges and universities are spending more than as it was in the past, with staff development centre and cells for teaching and learning, recognizing research based teachers, accepting related issues pertaining to teaching and academic and teaching framework that encourage good teaching and evaluation practices. The new agenda for educational institutions today is to sell education and to provide the industry and market needs, like any business corporation that produces and sells to meet the needs of the market. The educators become CEOs of a corporate, the administration, dictates policy and matters pertaining to what course are to be taught

and to cut. This has huge implications for teaching, learning and research works. The challenge is to find the ways to bring back value based education.

Swami Vivekanand said "Education is not the amount of information that is put into our brain, undigested all our life. We must have life-building, man-making, character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library".

The real yardstick of development, Mr. Pranab Mukherjee, the President of India, said, "the real development of the nation was not the number of factories, dams, roads and power houses built in the country, but people, their values and devotion to the nation's spiritual and cultural heritage. Educational institutions must inculcate the core values of love for the motherland, performance of duty, compassion, tolerance for pluralism, respect for women, honesty, self-reliance and responsibility in action and discipline".

Value based education is to focus on learners independence, elevating humane and human excellence, self evolution, developing a "Can Do" attitude through activity based techniques to focus on performance and outcome are essential to develop competency. Reflective learning and holistic learning stimulation to bring out passionate, self confidence capability building is essential in education setup today.

Conclusion

Today, learning and training structure is required not only for educational institutions but also for organisations in order for them to standardise their training and development activities to integrate their corporate goals. Bloom's Taxonomy is one of the proven models to train and develop current and future human capital in the higher education environment. This paper suggests shifting in thinking towards Heutagogy which could enable the control of learning more appropriately to the learner. Furthermore, this could also enable a far more creative approach to learning, no matter the context. Studies on education, Capability Management Integration should be incorporated into Higher Education courses and facilitated with solo

approach in order to attain full competency with multi-structural, relational and extended abstract. This brings creativity and from generalization to new domain. E-Governance in education can focus in getting advanced infrastructure using ICT to build capability and competency to excel in social living and developed self esteem; this indeed will help the community and nation development. This paper also recommends the educators to focus on outcome based teaching and learning, with blended learning and teaching approaches to bring out the real meaning for E-Governance in Education.

References

- [1]. Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Rath, J., Wittrock, M.C. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*, New York: Pearson, Allyn & Bacon
- [2]. Argyris, C and Schon, D. (1996). *Organisational Learning II*, Addison-Wesley, Reading.
- [3]. Cairns, L. G. and Hase, S., (2001). "Capability and re-engineering in educational change", *Second ACEID UNESCO International Conference, Re-engineering for Change: Educational Innovation for Development*, Bangkok.
- [4]. Dearing, Report. (1997). "National Committee of Inquiry into Higher Education (Dearing Report)". *Higher Education in the Learning Society*, Report of the National Committee. Norwich: HMSO.
- [5]. Emery, F. (1974). *Educational Paradigms*, Unpublished Paper.
- [6]. John Biggs and Catherine Tang, (2012). "Teaching for Quality Learning at University, The Society for Research into Higher Education".
- [7]. John Ralston Saul, (1997). *The Unconscious Civilization*, The Free Press, New York.
- [8]. Lyn Hilt, (2011). *Principal 2.0 – Becoming the lead learner, Powerful learning practice*, PLP Network.
- [9]. Stephenson, J. and Weil, S. (1992). *Quality in Learning: A Capability Approach in Higher Education*, Kogan Page, London.
- [10]. Stewart Hase and Chris Kenyon (2001). "From Andragogy to Heutagogy", Southern Cross University.

ABOUT THE AUTHOR

Sundarapandiyan Natarajan is an Associate Professor at Vivekananda Institute of Management Studies, Coimbatore, Tamil Nadu. He has rich academic credentials. He has received MBA from Madurai Kamaraj University and M.Sc (Software Applications) from Bharathiar University, with 15 years of Local and International Experience in Academic and in IT Industry. He has presented papers in International Conferences and published articles in various reputed International and National Journals. He facilitates MBA courses and his research interest includes Talent Management and Business Consulting and Development.

